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ABSTRACT

Presented in the annotated bibliography are 123 print and nonprint references (1962 to 1975) which document innovating efforts for reintegrating mentally retarded people into the community. It is explained that the references have been compiled from mail surveys, computer searches of national information systems, library handsearches and a telephone survey of Developmental Disabilities Consultants. Entries are listed alphabetically by title and usually contain author's name, publication date, pagination and availability information, and a brief summary. Print material includes journal articles, books, booklets, project reports, conference reports and monographs. Provided in the nonprint material is information on films and slideshows. (CL)

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Reintegrating Mentally Retarded People into the Community

An annotated bibliography of print and audiovisual information and training materials

Program for the Analysis of Deinstitutionalization Resources
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

EC 073556

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Reintegrating Mentally Retarded People into the Community

An annotated bibliography of print and audiovisual information and training materials

Program for the Analysis of Deinstitutionalization Resources
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

August, 1975

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Introduction

This bibliography contains 123 annotated references which document innovative efforts enabling mentally retarded individuals to move out of institutional settings. It is a special kind of bibliography designed for use by training personnel, planners, and administrators who are involved in community reintegration programs.

The document is organized into two major parts: Section I, **Print Inclusions,** references journal articles, books, booklets, project reports, conference reports, and monographs. Each entry is alphabetized by title, followed by author, media (e.g., article), date, and page length. The content of the inclusion is then described in a concise annotation and the reader is directed to one or two sources from which it is available. (Cost information is not shown.) If availability is said to be the Educational Resources Information Center, it is either in microfiche or hardcopy; the acquisition number which is provided should be used when ordering. In some cases, however, an inclusion such as an article may be available in a local library.

Section II, **Nonprint Inclusions,** contains information on films and sideshows. It is also alphabetized by title, followed by media (e.g., film, 16 mm, color), length, and year. The annotations describe the focus of the material and the reader is directed to sources of availability. Usually, the material is available on a free loan, rental, or purchase basis.

The careful reader will not find frequent reference here to esoteric research. What will be found are descriptions of informational and training materials which may prove useful in communicating with the varied audiences whom planners, trainers, and administrators reach. These audiences range from the local Lion's Club to the local politician, and also include parents, consumer groups, students, state agency personnel, and other professionals.

The value of this document as a source of propaganda, however, is not its greatest utility. Contained herein are leads to practical suggestions for implementing model programs which just might be exportable from some community (or context) to your own. This, in fact, is the major premise underlying the "why" of this publication. Topics addressed range from the philosophical basis of and trends toward community reintegration to concrete suggestions for establishing and operating group homes and other community service alternatives.

Another special feature of this bibliography is that its scope includes films and slideshows as well as the more traditional print inclusions such as books, journal articles, and project reports. Further, items peripherally relevant to community reintegration were omitted. We did not, however, personally evaluate the original documents themselves from which the inclusions were drawn. We worked principally as discussed below, with document abstracts. That is, if staff review of a document abstract implied that the original material dealt substantially with community based or institutionally based reintegration efforts, and if the abstract suggested practical utility, it was included. Many abstracts were rewritten, condensed, or developed.

In all, several thousand document abstracts were reviewed. Sources were:

- A mail survey of potential producers of information and training materials;
- Computer searches of the databases of national information systems such as the Educational Resources Information Center (ERIC);
- Library handsearches for 1962-1975 of the contents of *Mental Retardation Abstracts, Psychological Abstracts,* and *Exceptional Child Education Abstracts;*
- Library handsearches for 1969-1975 of the contents of five newsletters such as *PCMR Message* and *Programs for the Handicapped;*
- Library handsearches of 21 film catalogs, including the Film Theatre Program of the 1975 AAMD Convention; and finally,

• A telephone survey of Developmental Disabilities Consultants in the 10 HEW Regional Offices.

This publication is the product of the Program for the Analysis of Deinstitutionalization Resources staff during Fiscal Year 1974. Mary Ann Price and Tom Wilds did most of the work on the identification and evaluation of materials for inclusion. They also handled many search and follow-up activities such as information system liaison and the revision or development of new annotations. Barbara Lewis typed handwritten drafts of material inclusion forms, did some followup, and compiled an extensive mailing list for targeting distribution. Along with Sheila Vertino, our editorial consultant, she got the original manuscript in publishable form.

No bibliography of this type is comprehensive. We have certainly overlooked some materials which could have been included and we have probably included some items which other compilers would choose to delete. One thing, however, is certain. There is today a fast growing body of practical literature documenting efforts to reintegrate mentally retarded people into community settings. More than one-half of the print and audiovisual citations included herein were published during the preceding 28-month period between January 1972 and May 1975. Until the limited supply runs out, single copies of this bibliography will be available at no charge through The Council for Exceptional Children.

Requests should be addressed to CEC Publications, 1920 Association Drive, Reston, Va. 22090.

August, 1975

David L. Braddock, Ph.D., Director
Program for the Analysis of
Deinstitutionalization Resources

Print Inclusions

Adult Group Home Procedure Manual. State of North Carolina, Department of Human Resources, Division of Mental Health Services, Mental Retardation Section. Book: 1974, 87 pp., and appendices.

Given are suggestions for planning and developing a group home for mentally retarded adults. It is proposed that group homes be operated by two types of agents: governmental and private nonprofit boards. Criteria for funding these agents and utilization of appropriated funds are explored.

Write to: Albemarle Building
Department of Human Resources
Division of Mental Health Services
325 North Salisbury Street
Raleigh, NC 27611

Agency Operated Group Homes: A Specialized Resource for Children and Youth. Gula, M. Booklet: 1965, 35 pp.

Described is an agency operated group home with houseparents or counselors who care for four to twelve adolescent children. Reasons for implementing the programs, defining and differentiating the home, admission requirements, and selecting criteria for children are covered. Information is given on referral sources, diagnosis, planning, and treatment; program and group life and staff qualifications; the location of homes and neighborhood resources available; the decision to rent, buy, or build; group home costs; licensing; values and limitations of the program; and implications for agency and community development.

Write to: Superintendent of Documents
U. S. Government Printing Office
Washington, DC 20402

Architectural Principles and Mental Retardation. International League for the Mentally Handicapped. Booklet: 1972, 39 pp.

Presented are four papers on the application of architectural principles to the planning of facilities for mentally retarded children and adults. Earl Grunewald stresses the need for integration of the retarded by means of the normalization principle. Types of facilities discussed include residential facilities for adults, residential facilities for children, and facilities for community activities. Anna Gunzburg examines architecture for social rehabilitation and the relationships of architecture to the sensory experiences of the mentally subnormal child. Kennet Bayes recognizes the need for solitude, intimacy, and socialization experiences. Noted are innovative programs in Japan, Denmark, and Nebraska.

Write to: International League of Societies
for the Mentally Handicapped
Rue Forestiere, 12, B-1050
Brussels, Belgium

Architecture. Gangnes, A. Booklet: 1970. (Reprinted from *Mental Retardation*, pp. 150-177.)

Described are European and American architectural designs for "mini" institutions, e.g., cottages within the institutional setting. The final section describes one architect's group home and halfway house concept: Single residences, scattered throughout the community, housing mentally retarded persons in groups of 10 or less in single or two-person bedrooms. The halfway houses stress training persons with institutional backgrounds or overprotective home environments to become self-reliant. Staff training and counseling sessions are also discussed.

Write to: National Association for
Retarded Citizens
2709 Avenue E, East
Arlington, TX 76011

Changing Patterns in Residential Services for the Mentally Retarded: A President's Committee on Mental Retardation Monograph. Kugel, R., & Wolfensburger, W. (Eds.). 1969, 428 pp.

Public residential facilities for the mentally retarded in the United States are discussed, including: personal reactions by an American and

Scandinavian visitor; history of the U. S. institutions and their theoretical constructs; service concepts; the normalization theoretical construct of Scandinavia; continuum of services; and small, special service residential facilities. Four model service programs are treated. Considered are the importance of residential facilities as human service settings; a human service system based on a cost-benefit rationale; and a translation of theoretical notions into judging their feasibility and priority.

Write to: Educational Resources Information Center
P. O. Box 190
Arlington, VA 22210
Acquisition number: ED[illegible]0228

Children's Rights, Normalization, and Organizational Patterns. Merges, R. Article in *Peabody Journal of Education*, 1973, 50 (2), 128-134.

Discussed are the rights of mentally retarded children, particularly the right to normalization, defined as living in a manner as like as possible to that in which other members of society live, in contrast to the organizational patterns of institutions. One of the organizational patterns which is said to obstruct normalization of choices is that the range of choices decreases as rigidity of structure increases. Recommended is a free enterprise system to localize and individualize human services.

Write to: George Peabody College for Teachers
Nashville, TN 37203

Circle of Homes: Group Homes for the Retarded in Cuyahoga County. Shapiro, H. Article in *Mental Retardation*, 1973, 11 (3), 19-21.

Discussed are group homes for adult retardates working in the community; the functioning concepts of small, dispersed, residences; some guidelines for group living; and the rationale that group homes are part of the continuum of services for the retarded. A report of the first year of a group home is also included.

Write to: American Association of Mental Deficiency
5201 Connecticut Avenue, N.W.
Washington, DC 20015

Citizen Advocacy for the Handicapped, Impaired and Disadvantaged: An Overview. Wolfensberger, W. Book: 1972, 60 pp.

Discussed in terms of instrumental and expressive functions are citizen advocacy programs for mentally or physically handicapped children and adults. Major types of prevailing protective services (guardianship, adoptive parenthood, conservatorship, and trusts) are described and critiques given. Advocacy functions required by handicapped children and adults are compared. Variations of advocacy such as group advocacy, generic advocacy, and crisis advocacy are proposed. A citizen advocacy office at community and state levels is suggested. Noted are existing programs in Nebraska and Washington.

Write to: Superintendent of Documents
U. S. Government Printing Office
Washington, DC 20402

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Educational Resources Information Center
P. O. Box 190
Arlington, VA 22210
Acquisition number: ED 077169

Citizen Advocacy in a Mental Retardation Unit. Smiley, C., & Craik, M. Article in *Canada's Mental Health*, 1972, 20 (2), 18-22.

Described is a program initiated by the social work staff of a hospital mental retardation unit which involved locating and screening citizen advocates to serve as friend, big brother, social worker, and legal counselor to retarded patients. The example of a 31-year-old retarded man who had spent most of his life in government institutions is adduced to show the effect of citizen advocacy on community adjustment. Publicity build-up that preceded initiation of the program is discussed.

Write to:

Mental Health Division
Department of National Health
Ottawa 3, Canada

A Common Sense Approach to Community Living Arrangements for the Mentally Retarded. Fanning, J. Book: 1975, 95 pp.

This resource guide and checklist for writing grants and planning community residences covers such areas as city ordinances; insurance; zoning, fire, and safety codes; household furnishings;

individual training programs; community volunteers; transportation alternatives; and couples as houseparents. Summarized are steps to take in implementing training hostels, group homes, apartments, etc. Other features include: the need for sex education for residents; a sample program evaluation scale; vocational training for residents; and common pitfalls in community living arrangements.

Write to: Charles C Thomas, Publisher
301-327 East Lawrence Avenue
Springfield, IL 62717

Community Alternatives and Institutional Reform. Minnesota State Planning Agency, Developmental Disabilities Program. Book: 1975, 60 pp.

This report deals with Minnesota's implementation of deinstitutionalization; considers the major steps and decisions in the process of deinstitutionalization; and creates guidelines to be used. The steps include making a Global Assessment of the basic residential needs of the developmentally disabled individuals throughout the state; postulating Residential Needs, using these data; evaluating skills through Program Needs Assessment; and drawing up a Program Plan to evaluate the suitability of possible residences for each individual.

Write to: Minnesota State Planning Agency
Developmental Disabilities Program
550 Cedar Street
St. Paul, MN 55102

Community Based Residential Services, Series No. 11. Dixon, C. Bibliography: 1975, 10 pp.

Presented is a bibliography on community based residential services for the mentally retarded. Thirty-eight references are included.

Write to: Library
National Association for Retarded Citizens
2709 Avenue E, East
Arlington, TX 76011

Community Placement of the Mentally Retarded. A Handbook for Community Agencies and Social Work Practitioners. Manula, R., & Newman, N. Book: 1973, 142 pp.

Discussed are the community placement idea, historical development, practical guidelines for success, advantages of community placement, program planning, the parents of the mentally retarded individual and the individual himself, and agency role. Considered are the recruitment, selection, recognition, and training of community careproviders. Noted also are attempts to predict successful placement, identify problem areas for retardates, and use developmental plans. Appended are a training program outline for careproviders, a sample developmental plan and recruitment materials, two California legislative bills, and a patient evaluation scale.

Write to: Charles C Thomas, Publisher
301 East Lawrence Avenue
Springfield, IL 62717

A Community Placement Program for the Mentally Handicapped. Potkonski, L., & Hirst, J. Article in *Pennsylvania Psychiatric Quarterly*, 1964, 4 (4), 34-54.

A rehabilitation and habilitation program for institutionalized mentally handicapped patients is described. History, philosophy, and goals are presented. Procedures for the selection and preparation of candidates are provided, as well as information about specific programs providing training and experience. The appendices include program outline, rehabilitation evaluation summary form, vocational training summary form, vocational psychograph-female, and job performance and training progress rating scale.

Write to: *Pennsylvania Psychiatric Quarterly*
Second and Chestnut Streets
Harrisburg, PA 17011

Community Preparedness for Retardates. Scheer, R. Book: 1969, 103 pp.

Education of institutionalized mentally handicapped adolescent males in adjustment to adulthood is explained: program curriculum and evaluation by attendants is reviewed. Course content is outlined in the following areas: grooming for males, social hygiene and sex education, communications and transportation, the individual and the law, current events, bicycle training, dating, constructive use of leisure time, money management, and the world of work. The population involved and final examination results are also described.

Write to: Austin State School
P. O. Box 1269
Austin, TX 78767

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Educational Resources Information Center
P. O. Box 190
Arlington, VA 22210
Acquisition number. ED040518

Community Programs for Mentally Retarded People in Massachusetts. Massachusetts Department of Mental Health, Division of Mental Retardation. Information Packet: 1975.

Described are community programs developed by the state of Massachusetts. The information could be adapted by other states. The packet includes "What is a community residence for mentally retarded people?", "Your neighbor—The community residence," "Handbook of services," and "Guide to the employment of mentally retarded people."

Write to: Massachusetts Department of Mental Health
Division of Mental Retardation
190 Portland Street
Boston, MA 02101

Community Residences for the Mentally Retarded. Bibliography and abstracts. Larson, L. 1974, 166 pp.

Numerous print references directly and indirectly related to community programming for mentally retarded persons are identified and abstracted in this document. Copies of all abstracted items are said to be on file at the Developmental Disabilities Technical Assistance System office.

Write to: Developmental Disabilities Technical Assistance System
625 Cameron Avenue
Chapel Hill, NC 27514

Community Residential Options: Developing and Operating Group Homes for the Developmentally Disabled of Virginia. Northern Virginia Association for Retarded Citizens. Book: 1975, 50 pp.

This manual represents two years' research in the area of community efforts to prevent institutionalization and, more importantly, to aid persons in relocating out of institutions and into the community. Topics discussed include finance, zoning, home management, and insurance and liability.

Write to: Northern Virginia Association for Retarded Citizens
105 East Annandale Road, Suite 200A
Falls Church, VA 22046

Concerned Care, Inc., A Program Description. Morris, K. 1975, 8 pp.

Described is a community living program serving the mentally retarded in Clay County, Missouri. The integration process, directed toward developing independent living skills, is to be accomplished through a network of small group and training centers.

Write to: Concerned Care, Inc.
206 East 18th Avenue
North Kansas City, MO 64116

The Creation of a Community Setting. Sarason, S., et al. Book: 1971, 98 pp.

The thoughts and actions of the founders of the Central Connecticut Regional Center for mentally retarded children are examined to determine issues central to the creation of settings for community programs. Goals which the program has accomplished are pinpointed for the areas of buildings and beds, community services, staffing, utilization of community talent, target populations, and the utilization of the staff at a university's Psyco-Educational Clinic. Other innovative attempts to expand community responsibility for mentally retarded people are also discussed.

Write to: Syracuse University Press
Box 8
University Station
Syracuse, NY 13210

Criteria for Adult Community Programming in Mental Retardation. Usdane, W. Article in *Mental Retardation*, 1969, 7 (6), 43-46.

The article presents recent demonstration projects and discusses six criteria upon which community programming can be planned. The criteria include: a rehabilitation team to help the handicapped adjust to the regular community; employers who use their facilities as part of the work adjustment process; regular reevaluation of progress and capability; flexible expectation level; follow-up studies; and programming which includes recreation and health activities. Adult programming is presented as a cooperative venture.

Write to: American Association on Mental Deficiency
5201 Connecticut Avenue, N. W.
Washington, DC 20015

Current and Significant: ENCOR—A Community's Alternative to Institutionalization. Barker, E. Article in *Education and Training of the Mentally Retarded*, 1971, 6 (4), 185-190.

Described is the ENCOR program which aims at total community integration of all retarded citizens in a five-county region. Besides vocational, residential, and developmental services, ENCOR provides family resource services which include guidance and counseling services, supportive health services, a crisis assistance unit, transportation, and recreation. The vocational training program involves on-the-job evaluation, an individualized training program, and followup. The residential program consists of 13 hostels. Four developmental centers serve nearly 130 children. The ENCOR program has been cost-beneficial.

Write to: The Council for Exceptional Children
Information Center
1920 Association Drive
Reston, VA 22091

Current Trends in the Pattern of the Delivery of Services to the Mentally Retarded. Segal, R. Article in *Mental Retardation*, 1971, 9 (6), 44-47.

Reported are contemporary trends culled from a national survey regarding delivery of services to the mentally retarded. Various aspects of institutional care are examined, such as the pattern of current admission and discharge rates, and the length of stay of residents. A general review of community-based residential after-care programs is presented. Recognition is given to the problems still needing attention and to the present gaps in existing community programs.

Write to: American Association on Mental Deficiency
5201 Connecticut Avenue, N. W.
Washington, DC 20015

Curricula Guidelines: Elwyn Adjustment and Training Programs. Richardson, P., et al. Book: 1969, 74 pp.

This manual describes the curricula for the various components of the Elwyn Adjustment and Training (EAT) Programs, which stress continued functional educational experiences and work training for adolescents and adults. The track organization is explained, as are the criteria for grouping students into academic, behavior adjustment, pretraining, training, pre-vocational, and vocational levels. The aims, curriculum, and some teaching recommendations are presented in outline form.

Write to: Elwyn Institute
Baltimore Pike and Elwyn Road
Elwyn, PA 19063

A Curriculum for the Residential Trainable Child. (7th ed.). Molitor, M., & Graham, C. Book: 1967, 70 pp.

Presented is a curriculum to meet the needs of trainable mentally handicapped persons, work orientation curriculum details, work habits and skills, and shop and homemaking programs. Also covered is the community living program for returning persons to the community. Appended is information on concurrent work experiences and descriptions of specialized and supporting programs.

Write to: Southern Wisconsin Colony and Training School
Union Grove, WI 53182

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Educational Resources Information Center
P. O. Box 190
Arlington, VA 22210

Acquisition number: ED 025048

Day Hospital Care for the Mentally Subnormal. Craft, M., et al. Article in *British Journal of Psychiatry*, 1971, **119** (550), 287-294.

This article questions the place of the large institution and considers the possible benefits of day care in either special or general hospitals. The authors assert that expense is not necessarily saved in changing from inpatient to day hospital status, but patients have been observed to gain in dignity and happiness. Hostel care is generally preferred by the mentally subnormal themselves.

Write to: Royal Medico-Psychological Association
Chandos House
2 Queen Anne Street
London W. 1, England

Deinstitutionalization Bibliography. 1975.

Presented is a bibliography on deinstitutionalization of mentally retarded persons. The document of print references follows a standard bibliographic format and does not contain annotations.

Write to: Region VII Developmental Disabilities
Kansas University Medical Center
39th and Rainbow
Kansas City, KS 66102

Developing Community-Based Residential Alternatives: A Manual for Prospective Developers. Regan, M., Boswell, C., Carlson, E., et al. Booklet: 1975, 32 pp.

This manual is for developers of group homes, apartment living units, and other residential programs. Contents include: needs assessment, organizational issues, funding and capital requirements, architectural and building site issues, community support issues, individual program planning, personnel and staffing, and licensure and certification. It contains a flow chart of steps to follow, a glossary, and list of abbreviations. While specific to Minnesota, it could be useful as a model for developing similar manuals for other states.

Write to: Ardo Wrobel
Technical Assistance Project
Minnesota Department of Public Welfare
Centennial Building
St. Paul, MN 55155

A Diffusion Process: A Model for Understanding Community Program Development in Mental Retardation. Soforenko, A., & Stevens, H. Article in *Mental Retardation*, 1968, *6 (3)*, 25-27.

A diffusion process model for the development of community programs for the mentally retarded is described under the framework of two generalizations: The process by which people accept new ideas is not a unit act but rather a series of complex individual acts, and these acts can be defined as five separate mental processes and five separate stages of individual acceptance of program concepts—awareness, interest, evaluation, trial, and adoption. Individuals pass through these stages at different rates.

Write to: American Association on Mental Deficiency
5201 Connecticut Avenue, N.W.
Washington, DC 20015

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Central Wisconsin Colony and Training School
Madison, WI 53704

Educational Services for the Mentally Retarded Individual in California. Koch, R., & Okada, D. Article in *Syracuse Law Review*, 1972, **23** *(4)*, 1075-1083.

Educational services for the mentally retarded individual in California are described. The state, it is reported, has moved aggressively to provide community-based programs for the mentally retarded so that less reliance need be placed upon the large state residential facilities. California has reduced the state institutional population, primarily through the efforts of organized parents' associations, enlightened leaders, and a cooperative state legislature and administration. Future goals include better workshop programs and adult recreational programs, legislative changes, and expanded community-based programs.

Write to: Syracuse University
College of Law
Syracuse, NY 13210

Elwyn Institute: A Transitional Program for Institutionalized Adult Retarded. Elwyn Institute. Booklet: 1975, 46 pp.

Described is a comprehensive institutional rehabilitation project. Topics include the setting; programs and research methodology; the techniques of assessment with individuals; a statistical report on community adjustment of graduates; and correlative data relating demographic information, psychometric data, and measures of institutional adjustment to selected criteria of post-institutional functioning.

Write to: Elwyn Institute
Elwyn, PA 19063

Establishing Community Alternatives in Minnesota. Reagan, M. Paper: 1974, 15 pp.

Presented are 74 step-by-step procedures for developing residential community-based, family-sized facilities for the retarded. Eight objectives are reviewed: development of an accountable community agency; development of a service program; generalization of community support; procurement of start-up money; obtaining a mortgage if necessary; selection and purchase of a site, with subsequent construction or remodeling; licensing; and staffing. Recommendations for implementing the stated objectives are also included.

Write to: Michael W. Reagan
Route 1, Box 270A
Deerwood, MN 56444
Only prepaid orders accepted—$1.00

Establishing Community Based Homes for Developmentally Disabled Adults. Philbrick, D. Booklet: 1974, 34 pp.

Presented are specific suggestions for setting up group homes for young adults. The information is based on personal experiences of people in California.

Write to: Life Skills, Inc.
3803 East Lake Way
Redwood City, CA 94062

Evaluating the Retarded for Community Placement. Sternicht, M., Siegle, L., & Hammond, J. Article in *Hospital and Community Psychiatry*, 1968, 19 (3), 71.

Described is a detailed testing and evaluation of retarded individuals which allowed faster determination of the patient's suitability for community placement, and subsequently, more rapid return to society.

Write to: American Psychiatric Association
1700 18th Street, N.W.
Washington, DC 20009

Fineson House: A New House for the Retarded. Wood, T. Article in *ICRH Newsletter*, 1970, 3 *(9)*, 1-2.

Described is a hostel in Manhattan for mentally retarded adults. Applicants must require little or no custodial care and be able to hold at least a part-time job or work in sheltered conditions; live under undesirable conditions or be in danger of losing living quarters; and be able to live compatibly with others. Residents have a minimum of supervision. Nominal rent is charged and dental and medical care furnished if needed. The house has overcome initial neighborhood opposition.

Write to: Outdoor Laboratory
Southern Illinois University
Carbondale, IL 62901

Five Models of Foster Family Group Homes: A Systematic View of Foster Care. Lawder, E., et al. Book: 1974, 97 pp.

The concept of differentiated foster family care serving normal and handicapped children is examined. Considerations important in the selection and education of foster parents are outlined. Five models of family group homes are presented: the agency-owned family group home, the agency-rented family-owned group home, a group home for low-functioning children, the visiting foster home program, and the medical foster home.

Write to: Child Welfare League of America
67 Irving Place
New York, NY 10003

Foster Family Care for Children with Mental Retardation. O'Reagan, G. Newsletter article in *Children Today*, 1974, 3 *(1)*, 20-24, 36, 37.

The utilization of parents of retarded sons or daughters as foster parents to other retarded children is described. Advantages are discussed in terms of special skills already acquired by the foster parent and benefits to the family and the foster child. Foster care of this type can be considered as an alternative to institutional care or as a form of crisis intervention for a family temporarily unable to care for its retarded child.

Write to: Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
**Subscription only*

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U. S. Department of Health, Education and Welfare
OCD/Children's Bureau
P.O. Box 1182
Washington, DC 20402

The Future for the Severely and Profoundly Retarded: Institutionalization? Normalization? Kin Kare? Foster Homes? Martin, G. Article in *Canadian Psychologist*, 1974, 15 *(3)*, 228-241.

Examined are some of the anti-institution and pro-normalization statements as they pertain to rehabilitating severe and profoundly retarded persons. A "homestyle" community residence is described and compared to foster home placement. It is suggested that institutions might survive in a desirable way for many years if a new role in partnership with community rehabilitation programs is adopted.

Write to: Canadian Psychological Association
225 Lisgar Street
Ottawa 4, Ontario, Canada

Graduation in a Recreation Program. Pomeroy, J. Article in *Journal of Health, Physical Education, and Recreation*, 1969, 40 *(9)*, 79-80.

Through the programs at the recreation center, former wards of state institutions developed social skills, learned their way around the community, and demonstrated their ability to participate in recreation activities at public recreation and park facilities within the community. The primary goal of the center is to integrate the most severely disabled and mentally retarded persons into community recreation programs.

Write to: American Association of Health, Physical Education, and Recreation
1201 16th Street, N.W.
Washington, DC 20015

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Therapeutic Recreation Information Center
Department of Recreation and Parks
University of Oregon
1587 Agate Street
Eugene, OR 97403

Graduation: What Happens to the Retarded Child When He Grows Up? Stanfield, J. Article in *Exceptional Children*, 1973, 39 *(7)*, 548-552.

Interviews were held with parents or guardians to assess the quality of community life experienced by 120 moderately retarded adults after graduation from school. Recommendations were made for new criteria for evaluation of community adjustment, comprehensive postschool programming to meet recreational and social needs, and occupational and vocational training. Community-based residential facilities can provide such programming as an alternative to the parent-child model and the permanent parent-child relationship which it reinforces.

Write to: The Council for Exceptional Children
Information Center
1920 Association Drive
Reston, VA 22091

Group Homes for the Mentally Retarded. Sigleman, C. (Ed.). Monograph: 1973, 60 pp.

Examined is the potential of group homes coordinated by both mental retardation and vocational rehabilitation agencies. Issues covered include the need for a degree of support and supervision in the community for those retarded persons living independently, and the role of vocational rehabilitators in finding as well as helping the retarded person maintain a job.

Write to: Research and Training Center in Mental Retardation
Texas Tech University
P.O. Box 4510
Lubbock, TX 79409

Group Homes: One Alternative. Goodfellow, R. Book: 1974, 60 pp.

Described is one alternative to institutional living—the group home for the developmentally disabled. This handbook was prepared for group home advocates. Explained is how one coalition of group home operators, planners, and residents shared their daily frustrations, strategies, and successes. The coalition participated in the creation of two group homes, one for children and another for adults.

Write to: Human Policy Press
P.O. Box 127
University Station
Syracuse, NY 13210

A Guideline for Social Action: Georgia's Community Services Act. Graf, G., & Meyers, N. Article in *Mental Retardation*, 1973, 11 *(5)*, 23-25.

Described is a state-developed community based alternative to institutionalization of the retarded. For the past two years, Georgia's institutional services have been evaluated jointly by a local and state association for the retarded. The resulting State Act mandates and funds day training and work centers, community group homes, diagnosis and evaluation centers, and family social services.

Write to: American Association on Mental Deficiency
5201 Connecticut Avenue, N.W.
Washington, DC 20015

Guidelines to Community Living Systems for the Developmentally Disabled. Wisconsin Department of Health and Social Services. Book: 1972, 60 pp.

Presented are basic guidelines for community residential care. Designed by a community task force and organized by the Wisconsin Department of Mental Health and Social Services, this guide is useful for the development of future standards,

legislation, and planning for community programs and residences for retarded citizens.

Write to: Wisconsin Department of Health and Social Services
Division of Mental Hygiene
Bureau of Mental Retardation
Madison, WI 53702

Guide to the Community: Vols. I, II, III. Elwyn Institute. Books: 1975. Vol. I, 56 pp. Vol. II, 43 pp. Vol. III, 72 pp.

Designed as a transitional curriculum to community living, the three guides include such topics as employment, money management, banking, paychecks, income taxes, life insurance, social security, driving a car, finding a place to live, acquiring furniture, and legal and medical emergencies.

Write to: Elwyn Institute
Elwyn, PA 19063

A Handbook for a Small Halfway House for the Male Adolescent—Adult Retardate. Masterson, R., & Melanphy, R. Booklet: 1972, 27 pp.

Presented are guidelines for planning and establishing a small, residential halfway house for the retarded male adolescent/adult. Mental health and use of the halfway house to replace institutionalization are emphasized. The halfway house provides a sheltered social environment in which new roles and behaviors can be tried and developed. Length of residence is typically limited to six months to a year. The overall objective of the halfway house is to assist the client's transition from institution to community life.

Write to: New Bedford Health Clinic
New Bedford, MA 02740

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Educational Resources Information Center
P.O. Box 190
Arlington, VA 22210
Acquisition number: ED065969

Higginsville State School and Hospital: Project EVOLVE. Higginsville State School and Hospital. Program materials: 1974.

The goal of the hospital cottage program is said to be community job placement. Handbooks included are: program explanation, a behavioral scale manual and checklist, staff training materials, and an overview report. A checklist was formulated to aid an employer's evaluation of employees. A Basic Educational Curriculum (ABE) was also developed by the project to prepare retarded persons for community placement and living.

Write to: Missouri Department of Mental Health
722 Jefferson Street
Jefferson City, MO 65101

Homes for Retarded Adults. Vanier, J. Article in *Mental Retardation*, 1969, **19** *(2)*, 2-5.

Proposed as one alternative to large residential institutions for the mentally retarded is the creation of a community of small homes within an existing community. The objectives are to decrease the dehumanizing effects of large institutions and to lead to increased levels of functioning. Ideally, these homes would house residents of varying ages, and applicants would be carefully screened and prepared for this type of living.

Write to: American Association on Mental Deficiency
5201 Connecticut Avenue, N.W.
Washington, DC 20015

Hostels Within the Community. Chance, A. Article in *Teaching and Training*, 1970, **8** *(4)*, 102-108.

The advantages of hostels over institutional care for the mentally retarded are described. Problem areas discussed include cooperation between community and authorities, as well as between medical and welfare departments.

Write to: National Association of Teachers of the Mentally Handicapped
12 Saxonhursh Road
Bournemouth, England

The Identification of Problem Areas in the Establishment and Maintenance of Community Residential Facilities for the Developmentally Disabled. Tinsley, D., O'Connor, G., & Halpern, A. Working paper No. 64: 1973, 33 pp.

Described are the results of a workshop on establishing and maintaining community residential facilities for the developmentally disabled. Workshop participants rank order problems of their community residential facilities. Major problem

areas included: normalization, legislation, funding, standards, client programming, staff, evaluation, and supportive services.

Write to: Rehabilitation Research and Training Center in Mental Retardation
College of Education
Center on Human Development
University of Oregon
Eugene, OR 97403

Institutional Care of the Mentally Subnormal. Campbell, A. Article in *British Medical Journal*, 1967, 4 *(5575)*, 355.

Described are attempts to place patients from hospitals for the mentally subnormal into community hostels. Local authority representatives interviewed patients to assess their suitability and to provide the local authority with estimates of services needed. It is suggested that to avoid disappointing the patient, the planning statistics should be obtained in other ways.

Write to: British Medical Association
B. M. A. House
Tavistick Square
London, WC1 H9 JR, England

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Department of Social and Preventive Medicine
University of Manchester
Manchester, England

Institutional Planning for Community Living. Crosson, J., & Leland, H. Article in *Mental Retardation*, 1965, 3 *(1)*, 4-7.

A hospital program of vocational rehabilitation which provides a sequential arrangement of treatment and training to achieve successful transition from the institution into the community is detailed. The program steps include cottage living, vocational education and training, and the community. The objectives, scope, and procedures in each area and at each level are outlined briefly. In addition, there are six phases in the total program, with each phase a readiness program for the next higher phase, described in some detail.

Write to: American Association on Mental Deficiency
5201 Connecticut Avenue, N.W.
Washington, DC 20015

The Institutionalized Mentally Retarded Navajo: A Service Program. Norris, P., & Overbeck, D. Article in *Mental Retardation*, 1974, 12 *(3)*, 18-20.

A joint program of the Arizona Training Program at Coolidge and the Bureau of Indian Affairs focused on the service needs of institutionalized mentally retarded Navajos. The identification of needs and the delivery of services to 35 Navajos was accomplished through individual and group work, inservice training, team meetings, and resource activities. During the program all 35 Navajo residents were reevaluated psychologically, and previously untapped vocational placement resources and alternative living sites were identified.

Write to: American Association on Mental Deficiency
5201 Connecticut Avenue, N.W.
Washington, DC 20015

Let Our Children Go: An Organizing Manual for Advocates and Parents. Biklen, D. Book: 1974, 144 pp.

Presented is an organizing manual to promote advocacy for the developmentally disabled citizen. The advocacy movement attempts to monitor and change human service agencies. Information included can be useful to advocates in defending children's rights, and applies to both children who are institutionalized and those living in a community setting.

Write to: Human Policy Press
P.O. Box 127
University Station
Syracuse, NY 13210

McCrea House, A Group Home for the Mentally Retarded. Potts, T. Newsletter article: *Challenge*, 1973, 16 *(1)*, 21-23.

The problems, costs, and programs of McCrea House are discussed. The residents have all come from institutions and have been taught to care for themselves and their home. The staff includes live-in houseparents supported by part-time college students and volunteers who help with training, recreation, and counseling.

Write to: American Association for Health, Physical Education, and Recreation
1201 16th Street, N.W.
Washington, DC 20036

Managing Residential Facilities for the Developmentally Disabled. Scheerenberger, R. Book: 1974, 281 pp.

Presented is an introduction to some of the broad aspects of managing residential programs for the developmentally disabled. Primary attention is devoted to philosophy, personnel, organization, leadership, planning and evaluation, and organized labor.

Write to: Charles C Thomas, Publisher
301-307 East Lawrence Avenue
Springfield, IL 62717

Mansfield's Community Group Homes. Kelley, F. Article in *Group Process*, 1971, 4 *(1)*, 52-59.

The community group home is explained to be a self-sufficient residential unit for a small group of unrelated retarded persons. Many group homes are situated in middle-class neighborhoods and accommodate an average of 10 adults. Cost of operating a group home is estimated at less than half the cost of institutionalizing the same individual. The group homes are administered by the training school's social service department and aim at optimal integration of the individual with the community.

Write to: American Association of Medical Clinics
719 Prince Street
Alexandria, VA 22313

Mental Retardation: Selected Articles from the *Rehabilitation Record*. Compilation: U. S. Department of Health, Education and Welfare. 1974, 20 pp.

Presented are six articles concerning innovative residential facilities for retarded children and adults, vocational education in homebuilding skills, on-the-job teaching techniques, recreation in state schools, deinstitutionalization, and a can recycling workshop experience.

Write to: Educational Resources Information Center
P.O. Box 190
Arlington, VA 22210
Acquisition number: ED094512

The Mentally Handicapped Adolescent. Baranyay, E. Book: 1971, 164 pp.

Explored is a method of family style living and integrated social and work training for mentally handicapped adolescents. Adolescents were taught specific production skills, personal responsibility for their work, how to travel independently, how to handle money, and other social skills. Results showed that 16% of the trainees secured employment as against the national average of 10% for those proceeding from industrial workshops to the open community.

Write to: Pergamon Press, Inc.
Maxwell House
Fairview Park
Elmsford, NY 10523

The Mentally Retarded in Sweden. Grunewald, K. Booklet: 1969, 43 pp.

Aims and principles of normalization and integration of the mentally retarded in Sweden are discussed in terms of implications for services and programs. Examined are the historical background, legislative actions, the national parent association, and the development of planning services. Described are present and proposed Swedish facilities for the retarded. Also cited are the costs of care, supervisory authorities, the rights of the retarded person, psychiatric services, and future needs.

Write to: Swedish Institute
Hamngatan 27
P.O. Box 7072
S-103, 82
Stockholm, Sweden

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Educational Resources Information Center
P.O. Box 190
Arlington, VA 22210
Acquisition number: ED043162

Mimosa Cottage: Experiment in Hope. Lent, J. Article in *Psychology Today*. 1968, 2 *(1)*, 51-58.

It is demonstrated that trainable mentally retarded girls can be taught behaviors appropriate for community membership such as personal appearance, social behavior, occupational skills, and functional academics. The behaviors are broken down into small components. As the more simple tasks are mastered, the training proceeds to more complex behavior.

Write to: *Psychology Today*
1 Park Avenue
New York, NY 10016

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Parsons State Hospital
and Training Center
26th and Gabriel
Parsons, KS 67357

The Minnesota Learning Center Model: Institutional Reform Leading to Deinstitutionalization and the Development of Community Alternatives. Thomas, D., & Salzberg, C. Paper presented at Governor's Conference: 1974, 14 pp.

Presented are criteria for institutional reform, deinstitutionalization, and the development of community alternatives. These are defined as being three different, but interrelated milieux toward better treatment for developmentally disabled persons. Further discussed is the necessity to reorganize, decentralize, and relocate institutional personnel into small groups who are responsible for providing individualized services to semi-independent residents. The model community residential facility staff consists of a Treatment Team, a Program Planning Unit, and a Parent Training Team.

Write to: Dr. Donald R. Thomas
Minnesota Learning Center
Box 349
Brainerd, MN 56401

New Environments for Retarded People. President's Committee on Mental Retardation. Booklet: 1975, 28 pp. (Monograph of architectural exhibits.)

Presented are projects which intend to show the state-of-the-art of architecture in facilities for mentally retarded people in various countries. The projects selected for inclusion show community-related projects and alternatives to institutionalization.

Write to: Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

New Mexico Standards for Community Residential Facilities for the Developmentally Disabled. New Mexico Department of Hospitals and Institutions. Book: 1974, 51 pp.

Presented is the philosophy that all developmentally disabled people have a basic right to alternatives in living arrangements. A task force was established to set up model group homes in the community. Included is information on how to license and fund a group home.

Write to: Department of Hospitals and
Institutions
505 Don Gaspar Road
Santa Fe, NM 87501

New Neighbors: Retarded Citizens in Quest of a Home. Cherington, C., & Dybwad, G. (Eds.). Book: 1974, 190 pp. (Prepared by the President's Committee on Mental Retardation.)

Described are the needs of retarded people in reference to their pursuing normal lifestyles in the community. Twelve contributing authors discuss specific needs of the mentally retarded in the community, rights of the resident with respect to adopting a goal of independence, planning urban and rural group homes, and citizen advocacy within the community.

Write to: Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Normalization: The Principle of Normalization in Human Services. Wolfensberger, W. Book: 1972, 258 pp.

With major emphasis on the application of the principle of normalization as it regards the mentally retarded, three topical areas are presented: a definition of the principle and its implications; application of the principle to specific problem areas such as architectural-environmental areas and residential services; and concentration on special implementive strategies to achieve normalization via citizen advocacy or via agency performance assessment and differential funding.

Write to: National Institute on Mental
Retardation
York University Campus
4700 Keele Street
Downsview, Toronto, Canada

One Approach in Rehabilitating the Retarded. Cortazzo, H. & Runnels, E. Article in *Rehabilitation Literature*, 1970, 31 *(12)*, 354-360.

Described are the organization, philosophy, and objectives of the rehabilitation program for institutionalized, mentally retarded persons at the Sunland Training Center in Miami, Florida. Aspects of the program discussed include the vocational and psychosocial evaluations of clients, individual

resident rehabilitation plans, counseling, vocational and community orientation, on-campus initial vocational training and later intensive work training, community work training and employment, and placement.

Write to: National Easter Seal Society
2023 W. Ogden Street
Chicago, IL 60612

Operating Manual for Residential Services Personnel. Holland, J. (Ed.). Book: 1974, 142 pp.

Presented are three major objectives for developing a habilitation program for the developmentally disabled person: alternatives to institutionalization within the community and the role of administrators in operating a group home; basic information and programming for residents, including staff and parent training for self-help skills, social competence, and nutrition planning; and plan development for residential services personnel to cope with day-to-day crises.

Write to: The Nisonger Center for Mental Retardation and Developmental Disabilities
Ohio State University
Continuing Education Unit
Columbus, OH 43216

Operation Giant Step Program. Norton, L. First year project report: 1974, 6 pp.

A group home for severely retarded individuals, designed to foster household skills and behaviors requisite to community or family placement is described. A small farm has been chosen as the program site to compliment the backgrounds of the 10 original residents. Behavior modification techniques are used to train residents in basic farming and household skills. Upon evaluation, residents exceeded previous estimates of their functioning potential.

Write to: Greene Valley Developmental Center
P.O. Box 3087
Greeneville, TN 37743

Outreach: Delivery of Services to Rural Communities. Talkington, L. Article in *Mental Retardation*, 1971, 9 *(5)* 27-28.

A professional team was sent into rural communities to deliver services to the retarded. Using the institutional staff and facilities as backup resources, the outreach team worked through key community personnel to stimulate program development with a focus on growth of community-centered resources.

Write to: American Association on Mental Deficiency
5201 Connecticut Avenue, N.W.
Washington, DC 20015

Personal Adjustment Training: A Group Counseling Program for Institutionalized Mentally Retarded Persons. Zisfein, L., & Rosen, M. Article in *Mental Retardation*, 1973, 11 *(4)*, 16-20.

Described is a structured group-counseling program designed to remediate social deficiencies of institutionalized mentally handicapped persons between 16 and 30 years of age. Based on previous research findings concerning community adjustment, the program incorporates group dynamics and behavior modification procedures aimed at improving social learning, teaching coping behaviors, and enhancing self-concept.

Write to: American Association on Mental Deficiency
5201 Connecticut Avenue, N.W.
Washington, DC 20015

Philosophy Underlying a Service for the Mentally Retarded in Western Australia. Hamilton, G. Article in *Australian Children Limited*, 1969, 3 *(8)*, 237-242.

Positing the philosophy that the mentally retarded child has the same rights and privileges as other members of the community and that mental retardation is a social rather than a medical problem, the author considers alternatives to residential care and the development of services. Described are short-term stay hostels and day care centers which enable the child to maintain family relationships and which aid the family to cope with the problem of retardation.

Write to: Australian Council for the Mentally Retarded
Minda Home
Brighton, S.A., 5048, Australia

Pineland Center Program Guide: Vol. 1. Bruns, M. (Ed.). Book: 1974.

Presented is a systems approach to enhance the transition of mentally retarded persons from the institution into the community. A planning and

process methodology of objectives, called the Lattice System, is employed. Administrative, program, and process lattices require the systematic review of individual community programs, identify key points of interface between the community and institutional system, and assure monitoring for eventual placement in the community.

Write to: Superintendent
Pineland Center
Box C
Pownal, ME 04069

Planning Alternatives to Institutions. Bureau of Mental Retardation, Maine. Conference proceedings: 1974, 74 pp.

Presented are the proceedings of a conference in Maine on strategies for implementing a deinstitutionalization plan. The intent of the conference was to elicit, examine, and deal with opinions, ideas, and facts related to deinstitutionalization. The results of the conference include definitions of deinstitutionalization, and recommendations on national and state issues of Maine.

Write to: Bureau of Mental Retardation
State Office Building
Room 400
Augusta, ME 04330

Preparing the Mentally Retarded for Community Living. Tremonti, J. Article in *Pointer*, 1973, **18** *(2)*, 122-125.

Described is a 1-year educational and vocational program to improve adaptive behavior of mentally retarded or mentally ill adult residents so that they can be released into the community as partially or completely self-supporting citizens. The curriculum offered basic arithmetic, reading, writing, and socialization training; prevocational education, health and safety, and independent living skills instruction; and job training in areas such as domestic service, clerical service, agriculture and carpentry.

Write to: News Readers Press
Pointer
P.O. Box 131
Syracuse, NY 13210

A Prevocational Program for Institutionalized Mental Retardates. Etienne, J., & Morlock, D. Article in *Training School Bulletin*, 1971, **69** *(4)*, 228-234.

Described is a prevocational program designed to facilitate the institutionalized mentally retarded person's return to the community. The program was designed in sequential phases to insure the maximum amount of success at each level of difficulty, with eventual total release from the institution as the final goal.

Write to: American Institute for Mental Studies
1667 East Landis Avenue
Vineland, NJ 08360

Protective Services and Citizen Advocacy. Sigelman, C. (Ed.). Monograph, *No. 3:* 1974, 54 pp.

Presented are papers resulting from conferences centered on the theme of deinstitutionalization and the development of community services. This monograph is the third and final report on the conferences. Included are: a brief introduction to the potentials and pitfalls of citizen advocacy and protective services; a layout of the Nebraska model of volunteer advocacy; a description of a variety of advocacy tactics being tested across the country; and papers relating to protective services of the mentally retarded.

Write to: Research and Training Center in Mental Retardation
Texas Tech University
P.O. Box 4510
Lubbock, TX 79409

A Reflection on the Movement of L'Arche. Wolfensberger, W. Article in *Mental Retardation*, 1973, **23** *(2)*, 10-14.

Related are the author's thoughts and observations about L'Arche, an international movement begun in France by Jean Vanier that sets up communities in which retarded and nonretarded live together. L'Arche's place on the contemporary scene is described. Also noted are problems associated with the movement.

Write to: American Association on Mental Deficiency
5201 Connecticut Avenue, N.W.
Washington, DC 20015

Reflections on Recent Mental Retardation Developments in Nebraska. I: A New Plan. II: Implementation to Date. Wolfensberger, W., & Menolascino, F. Article in *Mental Retardation*, 1970, 8 *(6)*, 20-28.

Described is a completely dispersed community service system which is tied to the principle of normalization by means of state standards and a rating system which determines funding, and which eschews not only institutions, but even multi-purpose centers. Also documented are implementations to date, including legislation, new community provisions, reduction in institutional size, approaches to the service manpower problem, and the role of consumer-professional cooperation.

Write to: American Association on Mental Deficiency
5201 Connecticut Avenue, N.W.
Washington, DC 20015

Reintegration Handbook: A Continuum of Care. Kansas Department of Social and Rehabilitation Services. Booklet: 1974, 44 pp.

Described are procedures for returning the retarded resident to the community. Stressed is service planning to enable the individual to remain in the community. Task steps are outlined to be taken by the district social worker, the vocational rehabilitation counselor, and the institution social worker. Lastly, readmission procedures are discussed for those individuals not adjusting to community living.

Write to: State Department of Social and Rehabilitation Services
State Office Building
Topeka, KS 66612

A Report of Group Work to Increase Social Skills of Females in a Vocational Rehabilitation Program. Dial, K. Article in *Mental Retardation*, 1968, 6 *(3)*, 11-14.

A program was designed to prevent the return of mentally retarded girls to the state school after work placements in the home community because of their inability to handle themselves in boy-girl relationships. Over five years, the program provided both social adjustment classes which emphasized sex education and therapy groups for self-expression and discussion of problems.

Write to: American Association on Mental Deficiency
5201 Connecticut Avenue, N.W.
Washington, DC 20015

Report of the Mission to the Netherlands: President's Panel on Retardation. Public Health Service. Tudor, W. Project report: 1962, 97 pp.

Summarized are the findings of a study tour of the Netherlands by the President's Panel on Mental Retardation. Described are the organization and finance of health, education, and welfare services; the education of the mentally retarded; residential facilities and sheltered employment programs; social management of the mentally retarded; and the preparation of professional personnel. Details of one comprehensive community program for the retarded (at the Hague) are provided. Impressions and conclusions of the mission members follow the report.

Write to: Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Report of the Seminar on Community Residences and Foster Home Care. Canadian Association for Retarded Children. 1968, 23 pp.

This report concerns community residences and foster home care for the mentally retarded in Canada. Each type of facility is described, including physical structure, staffing, and services. Briefly reviewed are the existing facilities for the mentally retarded in each of the Canadian provinces.

Write to: Canadian Association for Retarded Children
149 Alcorn Avenue
Toronto, Ontario, Canada

Report on Program Activities Relating to Community Mental Retardation Facilities and Mental Health Centers. Tennessee State Planning Office. Project report: 1974, 84 pp.

Presented are program activities to improve the management of community based facilities. Specifically, the report portrays the design and implementation of an information system for community based mental retardation facilities; and community mental health center managerial

problem diagnosis for planning and for the formulation of specific projects to address difficulties. The basic premise underlying these activities was that data to be used in system and project generation must come from the problem area itself.

Write to: National Technical Information Service
U. S. Department of Commerce
5285 Port Royal Road
Springfield, VA 22151
Acquisition number: PB 233 335/9

Residential Hostels for the Mentally Subnormal. Clark, P. Article in *Teaching and Training*, 1969, 7 (2), 52-54.

Described are hostels in England which aim to provide a happy home life, job training and social rehabilitation, employment in the community, and an opportunity to return to community life for the mentally retarded. Presented are junior hostels, ages 5-16, summer care only; hostels for ages 15-25, some residents follow gainful employment and the rest attend training centers; senior hostels, ages 25-65, employment or attendance at a training center; psycho-geriatric hostels for aged mentally retarded people, a place for those who cannot live at home but do not need hospitalization.

Write to: National Association of Teachers of the Mentally Handicapped
12 Saxonhurst Road
Bournemouth, England

Retardates Maintain a Park. Scheer, R. Article in *Rehabilitation Record*, 1970, 11, 4-5.

Twenty-five teenagers and young adults who had trouble holding jobs in the community took part in a program to assist park rangers in the maintenance of a park. Emphasis was on the social-emotional problems which previously had prevented these people from achieving vocational success.

Write to: Therapeutic Recreation Information Center
University of Oregon
1587 Agate Street
Eugene, OR 97403

The Retarded Adult in the Community. Katz, E. Book: 1968, 267 pp.

Considered are the definition of retarded adults in the community, the need for concern, community evaluation and needs of the retarded adult, general and vocational needs of retarded individuals of different levels of ability, and the availability of parent counseling. Principles and services underlying an effective community program are enunciated, and attention is directed to six illustrative community approaches to program planning and to current trends and ideas for further program development.

Write to: Charles C Thomas, Publisher
301-307 East Lawrence Avenue
Springfield, IL 62717

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Educational Resources Information Center
P.O. Box 190
Arlington, VA 22210
Acquisition number: ED025881

The Right to Choose: Achieving Residential Alternatives in the Community. Patterson, G., & Byrne, R. (Eds.). Book: 1973, 83 pp.

Presented is a comprehensive step-by-step process for developing community-based small group housing for the mentally retarded. Guidelines show how to propagate the type of services needed; plan for development of those services; tap funding sources; organize administrative services; and evaluate a program.

Write to: National Association for Retarded Citizens
2709 Avenue E, East
Arlington, TX 76011

Room for Improvement: A Better Environment for the Mentally Handicapped. Elliott, J., & Bayes, K. Booklet: 1972, 31 pp.

Discussed and illustrated are suggestions for improving living arrangements for mentally handicapped children and adults which are compatible with the British government's white paper, "Better Services for the Mentally Handicapped." Emphasized are homeyness and dignity in residential units for small groups supported by the health service and local authorities. Noted is the advisability of involving the staff in planning, and acquainting the architect with special needs.

Write to: King Edward's Hospital Fund for London
London 14, England

Scandinavian Programs for the Mentally Retarded: How They Work. Clark, M., & Clark, K. Project report: 1970, 41 pp.

Organizational structure, educational objectives, and general information are presented on programs for the mentally handicapped in Denmark, Sweden, and Norway. The basic goal of Scandinavian programs for the mentally handicapped is normalization, with emphasis on social adjustment to prepare retardates for assimilation into community living.

Write to: Training Officer
Northern Wisconsin Colony and Training School
P.O. Box 340
Chippewa Falls, WI 54729

Sequential Program Development for the Institutionalized Mentally Retarded. Bradley, B. Article in *Slow Learning Child*, 1972, **19** *(3)*, 179-185.

Emphasized is the need for sequential program development for the institutionalized mentally handicapped. Program goals, especially the goal of community placement, should be established for each resident after evaluation at the time of admission. Curriculum should focus on providing basic skills for community adjustment and practice in transferring information from one learning situation to another. Systematic program development requires cooperation among educational, psychological, medical, recreational, residential, and vocational training staff, occupational therapists, and community placement personnel.

Write to: University of Queensland
St. Lucia
Brisbane, Australia 4067

Service Integrating Model for Deinstitutionalization. Davidoff, I. Article in *Administration and Mental Health*,* 1975, ADM15-192, 35-45.

Described is a deinstitutionalization model which is the result of collaborative preparations by state and community agencies. An integration of services demonstration features a coalition of institution and community workers to assess the client's needs and prescribe services with a community placement worker, marshaling resources in the community to meet the specific prescription.

Write to: National Institutes of Mental Health
Administration and Mental Health
5600 Fishers Lane
Rockville, MD 20850

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Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

**Subscription only*

Small Living Centers for Adult Retardates. Taylor, T., et al. Project report: 1969, 39 pp.

Presented is a study undertaken to develop guidelines for the establishment of living centers for mentally handicapped adults. Findings from a questionnaire sent to about 75 facilities across the country are presented. Thirteen residential facilities for the mentally handicapped were also visited. Special attention was paid to setting, staff, program, attitude or residents, and methods of buying, preparing, and serving food. Questionnaires used and linegraphs are included, as are guidelines for establishing programs and services for the mentally handicapped.

Write to: Arizona Department of Health
Department of Mental Retardation
Phoenix, AZ 85007

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Educational Resources Information Center
P.O. Box 190
Arlington, VA 22210

Acquisition number: ED043996

The Study of a New Frontier in Community Services: Residential Facilities for Developmentally Disabled Persons. O'Connor, G., & Sitkei, E. Interim report: 1973, 21 pp. (Working paper no. 72.)

Described is an initial profile of community residential facilities throughout the nation which provide services to small groups of developmentally disabled persons. The main objectives of the study include: identification of community residences and acquisition of information regarding those residences; referral sources; program development; and identification of major problems within the programs.

Write to: Research and Training Center in Mental Retardation
University of Oregon
College of Education
Clinical Services Building
Eugene, OR 97403

Substitute Parents: Training the Profoundly Retarded Patient for Return to the Community. Penny, R. Book: 1967, 97 pp.

Profoundly and moderately retarded children are the focus of a discussion of training techniques for nursing personnel or others assuming the responsibility of care. The author believes that most severely retarded persons can learn self care and may be able to return to their own or to foster homes. An introduction provides training goals and methods, scheduling suggestions, and examples of rewards.

Write to: Charles C Thomas, Publisher
301-327 East Lawrence Avenue
Springfield, IL 62717

Success in a Foster Home Program for Mentally Retarded Citizens. DeVizia, J. Article in *Child Welfare* newsletter, 1974, 5 *(2)*, 120-125.

Discussed are placement in foster homes of a hydrocephalic boy and two Down's Syndrome children, procedure referral, additional needs of foster homes, and obstacles to placement. The children's successful adjustments to the home environment after institutionalization are described. It is noted that unwillingness of parents to have their children institutionalized or at-home children placed in foster homes and scarcity of foster parents are obstacles to foster home placement of retarded children.

Write to: Child Welfare League of America
67 Irving Place
New York, NY 10003

Supervising Group Homes and Halfway Houses. Sigelman, C., & Werder, P. Project report: 1974, 14 pp.

Presented are considerations relative to supervising group homes and halfway houses. Program goals are defined, with emphasis on a reduction of dependency of the retarded resident and an elimination of personal-social deficits which may be preventing the resident from maintaining a job in the community.

Write to: Research and Training Center in Mental Retardation
Texas Tech University
P.O. Box 4510
Lubbock, TX 79409

Symposium on Normalization. Gunzburg, H. Article in *Journal of Mental Subnormality*, 1970, 16 *(31)*, 71-83.

Described are hospitals for the mentally retarded which have been reshaped and reorganized to function as normalized training environments. Institutional life is carefully mainpulated to offer full preparation for normal life to those who can achieve it, while providing a protective corner within the community. Normalized institutions require multi-disciplinary leadership, a planned variety of different professional skills, and an integrated training program focused on normal life.

Write to: Midland Society for the Study of Mental Subnormality
Monyhull Hospital
Birmingham, England

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Therapeutic Recreation Information Center
University of Oregon
1587 Agate Street
Eugene, OR 97403

Training for Independent Living: A Community Program for Severely Retarded Adults—A Three Year Program. Tobias, J. Project report: 1963, 126 pp.

Described is an occupational day center which provides community services for retarded persons who live at home and, although beyond school age, are unable to participate in sheltered workshop activities. The staff includes a director, a social worker, five instructors, a training supervisor, an office worker, and a part-time psychologist. Specific training includes travel training, grooming and self-care, orientation to the community, domestic skills, remunerative work, reading signs, telling time, and using money. Descriptions of the daily program and relationships with parents, professional groups, and the public are given.

Write to: Educational Resources Information Center
P.O. Box 190
Arlington, VA 22210
Acquisition number: ED01814823

Transition to Community Program. True, D. Paper: 1974.

A program description designed to facilitate the transition of the mentally retarded from residential living to community living is described. The program activities are based on giving residents training in independent living skills. Each activity is broken down into phases with decreasing direct supervision. It is reported that all residents in the placement unit may participate in this program.

Write to: Oakwood State School
South Highway 27
Somerset, KY 42501

A Viable Role for Retardation Institutions: The Road to Self-Destruction. Thurman, K., & Thiele, R. Article in *Mental Retardation*, 1973, 11 *(2)*, 21-22.

Discussed is the role that institutions for the mentally retarded could play in facilitation of community-based program models. The suggestion is made that institutions should first strengthen themselves through development of more humanized treatment models before they can viably lead the way to their own demise. Proposed are three steps: develop well-integrated educational programs to serve as models for communities, prepare residents for community living, and provide mechanisms for training community-based personnel.

Write to: American Association on Mental Deficiency
5201 Connecticut Avenue, N.W.
Washington, DC 20015

Vocational Rehabilitation and Deinstitutionalization of the Mentally Retarded Phelps, W. Conference paper: 1974, 12 pp.

Presented as part of a symposium relating to planning efforts for deinstitutionalization of the mentally retarded, this paper proposes new approaches in which rehabilitation can make significant impact in expanding services to the more severely mentally retarded client.

Write to: West Virginia Division of Vocational Rehabilitation
Program Development Section
State Capitol Building
Charleston, WV 25305

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National Technical Information Service
U. S. Department of Commerce
5285 Port Royal Road
Springfield, VA 22151
Acquisition number: PB 235 758

Will There Always be an Institution? II: The Impact of New Service Models. Wolfensberger, W. Article in *Mental Retardation*, 1971, 9 *(6)*, 31-38.

It is predicted that institutions will be phased out because of five trends: development of nonresidential community services; new conceptualizations of and attitudes toward residential services; increased usage of individual, rather than group residential placements; provision of small, specialized group residences; and a decline in the incidence and prevalence of severe and profound retardation. The impact of the developing new service model on the institution is discussed. Residential alternatives to institutions and nonresidential community services are examined.

Write to: American Association on Mental Deficiency
5201 Connecticut Avenue, N.W.
Washington, DC 20015

Zoning for Family and Group Care Facilities. Lauber, D., and Bangs, F. S. Report : 1974, 30 pp.

The report examines the rationale behind such facilities as halfway houses, group homes, and foster homes, and surveys existing zoning practices and offers recommendations for a legal and sane zoning treatment of these uses. Most cities have overly restrictive zoning regulations which tend to prohibit these residential facilities from desirable residential districts. This document recommends that these facilities be allowed in all residential areas, including single family zones, subject only to specific controls governing licensing, density, and concentration of facilities.

Write to: American Society of Planning Officials
1313 East Sixtieth Street
Chicago, IL 60637

Audiovisual Inclusions

All My Buttons. Film: 1973, 28 minutes, 16mm, color.

Described is the concept of deinstitutionalization and normalization. The viewer is introduced to a young retarded man who has been taught to handle a job but not how to live; to a superintendent of a state institution who wants to eliminate the traditional training schools; and to teachers in schools purporting to use behavior modification. This film exposes the misconceptions and prejudices of the public which make deinstitutionalization of the developmentally disabled difficult.

Write to: H & H Enterprises, Inc.
746 Massachusetts Street
Lawrence, KS 66044
(Rental)

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H & H Enterprises, Inc.
P.O. Box 3342
Lawrence, KS 66044
(Sale)

Chance to Live. Film: 1970, 18 minutes, 16 mm, sound, color.

Described are two programs for the mentally retarded in Tennessee and South Carolina. Halfway houses are shown which encourage mentally retarded citizens to learn to live in an independent social and economical way. Houseparents in these homes are interviewed, with emphasis placed on their encouraging community employment.

Write to: South Carolina Association for Retarded Citizens
1517 Hampton Street
Columbia, SC 29202
(Rental)

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South Carolina Educational Television Center
2712 Milwood Avenue
Columbia, SC 29202
(Sale)

Coming Home. Film: 1975, 27 minutes, 16 mm, color.

Spotlighted are many of the problems raised by starting a group home for young retarded adults in the community setting.

Write to: Dr. James Stanfield
900 Euclid Street
Santa Monica, CA 90403

Community Programs for Mentally Retarded People in Massachusetts. Department of Mental Health, Division of Mental Retardation. Slide/tape show: 1975, 66 slides.

Designed to explain community residences in Massachusetts, this slide/tape show features people in the community speaking favorably about group homes. Interviewed are the house managers, social workers, neighbors, and the mentally retarded individuals themselves.

Write to: Department of Mental Health
Division of Mental Retardation
190 Portland Street
Boston, MA 02114

The Crime of Innocence. Film: 1974, 27 minutes, 16 mm, color.

Explored are the fears and values of a group of middle class homeowners who find that a residential home for mentally retarded individuals has been established in their neighborhood.

Write to: Paulist Productions
P.O. Box 1057
Pacific Palisades, CA 90272

Elwyn. Film: 1973, 10 minutes, 16 mm, color.

Featured is a highly successful deinstitutionalization project for the mentally retarded at Elwyn Institute, Elwyn, Pennsylvania. Traced are the steps necessary to help the mentally retarded patient readjust to community living. Use of a half-way house and job placement are highlights of this film.

Write to: National Audio Visual Center
Washington, DC 20409

A Family of Friends. Film: 1975, 7 minutes, 16 mm, color. Slide/tape show also available.

Depicted is life in a group home for five moderately retarded men and women. Included are normal household activities, use of community recreational facilities, conversations with natural parents, and interviews with neighbors.

Write to: Adult Activity Center
3507 Columbia Pike
Arlington, VA 22204

The House at 104—3rd Street. Film: 1967, 30 minutes, 16 mm, black and white.

Presented is a documentary about a small community residence in Manitoba for mentally retarded adults attending sheltered workshops or vocational training programs.

Write to: Canadian Broadcasting Corporation
P.O. Box 500
Terminal A
Toronto, Ontario, Canada

If You're Not There, You're Missed. Film: 1967, 30 minutes, 16 mm, black and white.

Examined are Jean Vanier's adult hostels and workshops in France, incorporating his philosophy that retarded adults should live independently.

Write to: Marlin Motion Pictures
47 Lakeshore Road, East
Port Credit, Ontario, Canada

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Carousel Films
1501 Broadway
New York, NY 10036

Like Other People. Film: 1972, 30 minutes, 16 mm, color.

In this British film about people with developmental disabilities, two central figures speak about emotional and sexual fulfillment and about the advantages of living in a group home.

Write to: Concord Films Council
Nacton, Ipswich
Suffolk, IP 10 0J2, England

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Planned Parenthood of Santa Barbara
322 Palm Avenue
Santa Barbara, CA 93101

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Kinsmen NIMR Building
York University
4700 Keele Street
Downsview, Toronto, Canada

Merging Right. Produced by University of Denver. Film: 1974, 30 minutes, 16 mm, color.

This view of life in a group home presents several age levels of boys and girls. This could serve as an introductory film to acquaint parents and professionals with a group home lifestyle.

Write to: Department of Institutions
Dick Spurr
4150 South Lowell Boulevard
Denver, CO 80226

Normalization: The Right of Respect. Film: 1973, 20 minutes, 16 mm, color.

Defined and illustrated is the normalization concept. Outlined are the major needs which must be met to guarantee a normalized life for people with developmental disabilities. The normalization concept is presented as applicable to community residences and work training programs.

Write to: Atlanta Association for Retarded Citizens
315 West Ponce de Leon Avenue
Decatur, GA 30030

Pattern for Change. Produced by George Washington University, Department of Medical and Public Affairs. Film: No date available, 32 minutes, 16 mm, color.

Emphasized is the fact that through public understanding, federal support, and research, the institution is slowly shedding its traditional role of custodial repository. The film illustrates how the institution today can act as a catalytic agent to involve transitional programs and community services for the retarded, thus providing a chance for many mentally retarded citizens to live in the community.

Write to: Special Office for Materials Distribution
Indiana University, Audio Visual Center
Bloomington, IN 47401
(Loan)

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National Audiovisual Center
Washington, DC 20409
(Sale/Rent)

A Place Among Us. Produced by Joseph Michaels. Film: 1965, 27 minutes, 16 mm, color.

Presented are two projects in operation at the Mansfield Training School in Connecticut. One project consists of research regarding the nature of retardation and a study of the best procedures to help the retarded leave the institution. The second project uses intensive vocational training and a supportive peer group situation in housing and recreation to return the mildly retarded to the community.

Write to: James F. X. Mullen
Sales Promotion Superivsor
WNBC-TV
30 Rockefeller Plaza
New York, NY 10020

Post-Placement Counseling. Film: 1968, 25 minutes, 16 mm, color.

Presented are comments recorded from teachers, counselors, employers, and parents of retarded persons as they attempt to live in the community. Illustrated are a variety of community misconceptions and negative attitudes and described are alternatives to institutionalization.

Write to: Audiovisual Center
Film Rental Services
University of Kansas
746 Massachusetts Avenue
Lawrence, KS 66044

Something Shared. Film. 1974, 15 minutes, 16 mm, color.

Presented is a general introduction to the concept of citizen advocacy for the mentally retarded, with various advocates commenting on their experiences.

Write to: National Association for Retarded Citizens
P.O. Box 6109
Arlington, TX 76011

A Way Out of the Wilderness. Produced by John Sutherland Productions, Inc. Film: 1968, 29 minutes, 16 mm, sound, black and white.

The film compares a small, private, community-based institution with a larger, more remote, and impersonal state institution. It is nontechnical and primarily for public information-awareness purposes to help the public gain acceptance of smaller, community-based facilities.

Write to: National Audio Visual Center
Washington, DC 20409

Where Do They Go from Here? Are They Happy? National Association for Retarded Citizens. Slide/tape show: 1974, 126 slides.

Designed to answer parents' questions about their retarded child's future, this slide show can be presented in two parts, or independently. Its objectives are: to enhance the mentally retarded individual's right to develop; to let the individuals take the normal risks of living; to restructure service systems by developing group homes; and to monitor service systems once they have been established.

Write to: National Association for Retarded Citizens
Program Services Department
P.O. Box 6109
Arlington, TX 76011

Where the Children Are: A Slide Show on Institutions and Alternatives. Biklen, D. Slide/tape show: 1974, 129 slides, typewritten script and bibliography.

Designed to be viewed in two sections, the first part of the presentation reveals the realities of day-to-day life on the institutional ward. The second section covers alternatives to institutionalization. Visually portrayed are exemplary group homes and apartments, and community advocacy programs for the developmentally disabled.

Write to: Human Policy Press
University Station
Box 127
Syracuse, NY 13210